DOCUMENT RESUME

ED 146 073 SO 010 330

TITLE	The Educational Development in Mali Since 1975.
INSTITUTION	National Ministry of Education, Bamako (Mali).
PUB DATE	Aug 77
NOTE	18p.; Not available in hard copy from EDRS due to poor reproducibility of original document; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Comparative Education; Curriculum; Developing Nations; Educational Administration; *Educational Change; *Educational Development; Educational Finance; Educational Legislation; *Educational Policy; Educational Practice; Educational Research; Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; Preschool Education; School Organization; Teacher Education; Vocational Education
IDENTIFIERS	*Mali

ABSTRACT

Shortly after Mali gained its independence in 1962, the Ministry of Education in Mali undertook a program of educational reform. Although some educational improvements were made, there are still many unmet needs. In October 1976, a new educational policy was adopted by the government. Educational needs identified include: (1) a close link between training and national realities; (2) use of the national language from first through the sixth grade; (3) transformation of some grammar schools into vocational-technical schools; (4) establishment of a national scientific research center; (5) an increase in the number of technicians and a decrease in the number of engineers. Functional literacy, fundamental education, secondary, technical and vocational programs are described in the report. Functions of the National Pedagogical Institute (NPI) are outlined. The institute's responsibilities include educational innovation, research, production of teaching materials, and teaching seminars. In addition, the NPI overlooks teacher training schools. Institutes of higher education offer degrees in business, engineering, medicine, telecommunications, and management. (KC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

BEST COPY AVAILABLE

ED146073

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

NATIONAL MINISTRY OF EDUCATION

REPUBLIC OF MALI

INTERNATIONAL CONFERENCE OF EDUCATION -0-

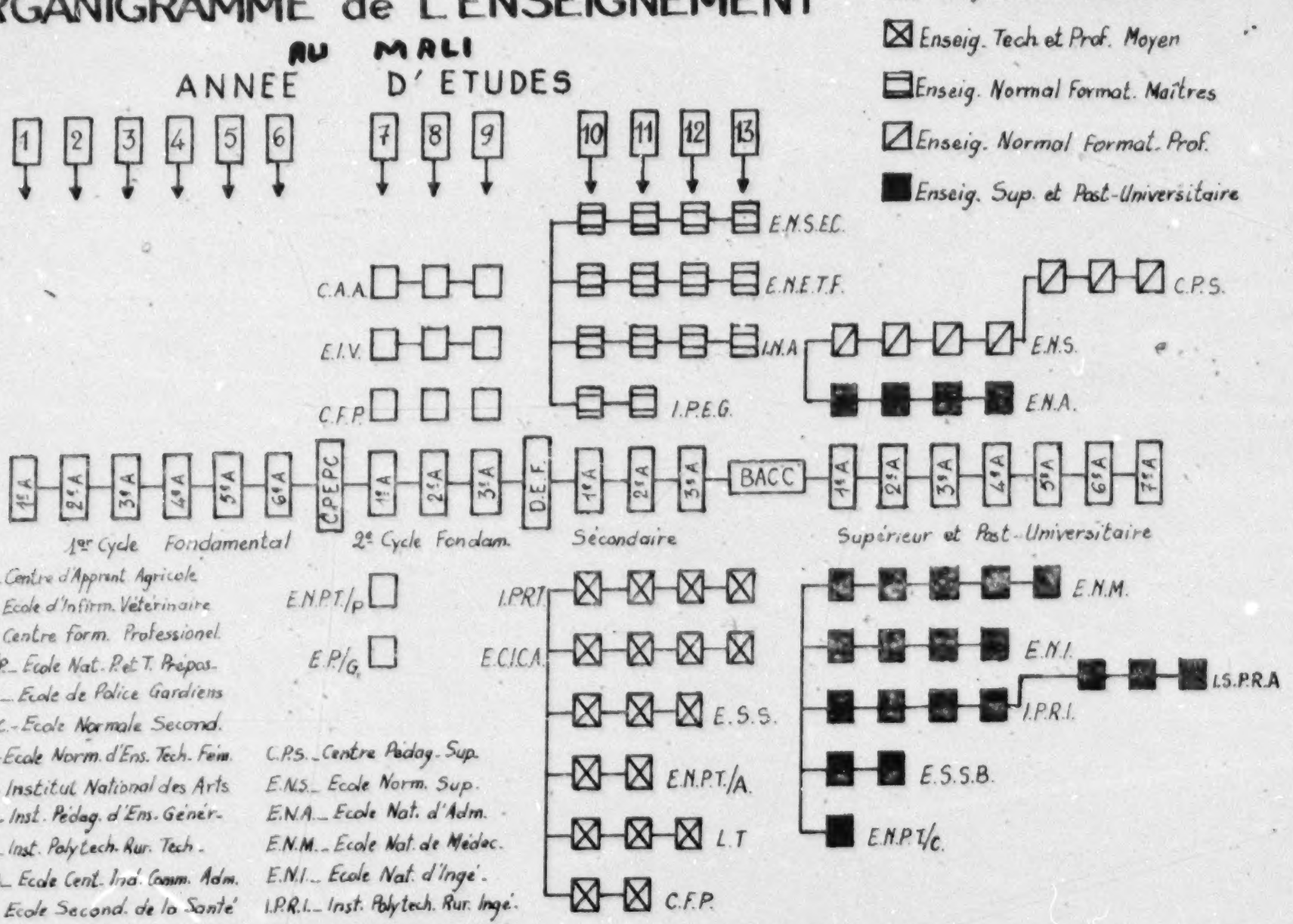
GENEVA AUGUST 30th SEPTEMBER 8th

THE EDUCATIONAL DEVELOPMENT IN MALI, SINCE 1975

BAMAKO AUGUST, 1977

SØ 010 330

ORGANIGRAMME de L'ENSEIGNEMENT AU MALI



C.A.A. – Centre d'Apprent. Agricole
E.I.V. – Ecole d'Infirm. Vétérinaire
C.F.P. – Centre form. Professionel
E.N.P.T./P. – Ecole Nat. P. et T. Prépos.
E.P./G. – Ecole de Police Gardiens
E.N.S.E.C. – Ecole Normale Second.
E.N.T.F. – Ecole Norm. d'Ens. Tech. Fem.
I.N.A. – Institut National des Arts
I.P.E.G. – Inst. Pédag. d'Ens. Génér.
I.P.R.T. – Inst. Polytech. Rur. Tech.
E.C.I.C.A. – Ecole Cent. Ind. Comm. Adm.
E.S.S. – Ecole Second. de la Santé
E.N.P.T./A. – Ecole Nat. P. et T. Agents
L.T. – Lycée Technique

C.P.S. – Centre Pédag. Sup.
E.N.S. – Ecole Norm. Sup.
E.N.A. – Ecole Nat. d'Adm.
E.N.M. – Ecole Nat. de Médec.
E.N.I. – Ecole Nat. d'Ingé.
I.P.R.I. – Inst. Polytech. Rur. Ingé.
E.S.S.B. – Ecole Sup. Secrét. Biling.
E.N.P.T./C. – Ecole Nat. P. et T. Control.
I.S.P.R.A. – Inst. Sup. de Pédag. Rurale Appliquée.

EDUCATIONAL DEVELOPMENT IN MALI, SINCE 1975

Before examining the recent educational development, one might first take a look at the backgroundof the educational system and the policy adopted since in 1962.

1 Historical Development.

Shortly after the country went into independence, Mali undertook a deep Educational Reform.
That was in 1962. A new type of school came out of the Reform, aiming at the following objectives :

- to provide all poeple with basic education and to ensure quality education ;
- Education should be more economical, moneywise and timewise, and yied the manpower for the country needs;
- It should enhance such a cultural level to allow establissing equivalency of Mali diplomas with foreigh ones.
- Programs should be based on malian and African values; but also they should have relative universal content ;
- Education should bring into mind, principles of democracy and equality.

Shortly before the country got its freedom from french rule, and more than half-century that the old and inadapted school, has existed, in Mali :-

9 people out of 10 could not read and write ;
- 88 % of children were not attending school ;
- for a population of about 4 Million, there were, three malian Doctors in Animal Ansbandry ; about ten teachers in secondary Education, very few Engineers. Therefore the"new" Malian school set forth objectives to spend up training in various fields to satisfy in quality as well as in quantity the needs of the country insofar as manpower is concerned.

To do so, concerning the enrollment in primary education (first grade), figures passed from 13,000 in 1959 / to 23.000 in 1963. And then is, 1964, there were 119.350 newly enrolled pupils. Ten years later (in 1974) the foregoing number jumped to 240.521. The enrollment rate passed from 7 % in 1960 to 20 % in 1974.

These efforts brought about expected increase in the number of pupils in the 2nd cycle of the basic-9-year education The amount of increase is messured as follows :

Regarding the number of pupils who successfully accomplissed the fundamental studies were : 1968 : 1557 ; 1975 : 5.574

In the coming headings, figures concerning secondary and higher education will be shown.

Despite the endeavour made to hasten educational development, still, unsatisfactory needs Remain, especially in quantitative aspects. Taking into account the social demand for education, bearing in mind that quality should be sought in Education, and considering the High costs of Education ((30 % of Total National Budget) policy makers (High Ranking Education officers and the Members of the government)) have decided to adopt a new Education policy that can be summerized as follows.

II NEW EDUCATIONAL POLICY

Suggestions made by the Ministry of Education and regarding a new Educational Policy, were adopted by the government in October 1976. Changes have to be brought about the former Educational system.

Recommendations were made and ought to be carried out by the Ministry of Education.

- Close link between training and national realities ;
- Use of national tongues from 1st to 6th grade ;
- Reinforcement of pupils environmental study and extending new rural programs to others schools ;
- The Pedagogical Institute should further continue working out all textbooks need in the grades of the basic education.
- Some of the grammar schools should be transformed into vocational- Technical schools.
- Radio pupils/teacher should become reduced and the number of students in secondary and highes education must be limited to the capacity of each school, to avoid overloading of class rooms ;
- Innovation in the 7th to 9th grades by providing them with Science laboratories and technological workshops ;
- The Higher Teacher Training centre shoulh because a real National scientific Research Centre ;
- Other domains of training should be created within the actual Higher Teachers Training School, such as : Behavioral science Applied to Development ; Science in Education ; Study of African Languages.
- The number of students in secondary education in the field of science should be far more increased in regard to the biterary Art ones.
- Considering that the proportion of Technicians /Ingineers is not in a good equilibrium, measures should be taken to increase the first ones, and reduce the later category.

This policy concerns students enrolled in Agriculture, Animal Husbandry and Water Forest management. In fact, steps have been already taken in this area, since a new project signed with the Neether lands Kindom is being implemented.

III FONCTIONNAL LIBERACY AND APPLIED

Linguistics

Over a decade, there was only one single service for the lithacy program. But since 1975, new offices were created to better fulfill the goals of the above heading.

- Office for Teaching Materials ;
- Women's care division.

Literacy programs became functional by using, as frameworks, specific activities areas throughout the country. In other words, youngsters and adults were receiving literacy programs based on their daily or periodical activities, such as fishing, raising cattles, growing millet, tobacco, peanut, etc.

The following table shows how is organized literacy programs.

SITUATION OF FUNCTIONAL LITERACY, UP TO MARCH 31th

Lithacy Frameworks	Number of Lit.Areas	N. of Villages	N. of Centres	N. of Men enrolled	N. of Women
CMDT	37	471	476	9.725	252
OACV	27	593	605	11.873	573
O.N. and O.R.	17	191	184	4.803	790
O.H.V.	3	17	17	435	39
	84	1.272	1.282	26.836	1.654

C M D T : Malian CO for Textile Growth
O A C V : Agricultural Activities for Peanut, Millet, etc
O N O R : Niger River Authority for Rice cultivation
O H V : High Valley Authority (Tabacco).

IV FUNDAMENTAL EDUCATION (GRADES 1st to 9th)

The main features of this basic education are :

1 - Concerning the number of Pupils : As it has been stated in the beginning of the report, the number of pupils has grown sharply.

	1974 - 75	1975 - 76
1er cycle (1to)	240.521	252.393
	(87.107)	(90.033)
2e cycle(7-9)	35.786	39.573)
	(9.413)	(10.731)

In parenthesis are the n. of girls included in the above figures. About 36 % of the pupils are girls.

2 - Concerning school Achievement

In 1975, 4.197 have completed successfully the second cycle of Fundamental Education.

This figure became 5.243 in 1976 and 5.708 in 1977. After complation of this cycle, students are channeled into secondary education or may attend Technical-Vocational schools. Criteria for dispatching are : aptitude of the youngster to undertake what be wants to study, the stated needs of the country, insofar as manpower is concerned, and the student body that each school can load.

3 - About Ratio Pupils-Teacher : There is a great discrepency between the ratio P/T In urban schools and the rural ones. The mean ratio, in national level is 41 p/T in the first cycle and 19 in the second.

V SECONDARY, GENERAL, TECHNICAL AND VOCATIONAL EDUCATION.

In Mali there are :

15 Grammar schools

1 Secondary Technical school

2 Technical-Vocational Training centres.

1 - Number of students pertype of Education.

	1974-75	1975-76	1976-77
Grammar schools :	6,786	8,915	10,545
	(1,213)	(1,627)	(2,001)
Tech. Secon. School	611	1846	1821
	(36)	(681)	(691)

Figures in parenthesis represent the number of girls included in the above numbers.

2 - Number of Teachers (Foreigners and Malians)

The following figures indicate not only the number of teachers per nationality but also they show how many Malians graduated from the Teacher training school. (numbers in parenthesis)

1975	1976	1977
303 (150)	531 (300)	673 (440).

In the Art subjects (History, Geography, Foreign Languages) about 100 % of Teachers are Malians. In Technical-Vocational and science areas there is a great shortage of Malian Teachers.

3 - School Achievement : The number of students who completed successfully the secondary education in the last three years is shown below

1975	1976	1977
1,050	1,236	1,615

About 80 % of them attend higher education in Mali. The remaining are sent abroad, higher education schools in Mali.

NATIONAL PEDAGOGICAL INSTITUTE (NPI) AND TEACHER TRAINING SCHOOLS.

The NPI was created shortly after the 1962 Educational Reform, in order : to elaborate new teaching materials adapted to new curricula ;

- to alleviate shortage of text books.

As a result of the seminar on Education held in December 1968, the NPI was to become a reinforced body to innovate, and promote teaching methods. Therefore the NPI had :

- to carry out research and experimentation in the field of Education ;
- to promote on-the-job training of teachers ;
- to produce, adapt and make teaching materials available to schools These activities are still going on in the following divisions.

1 - Division of Pedagogical Research and Audio - Visual Techniques Applied to Education.

In this division there is a centre where research and experimentation of new teaching methods are conducted, using 32 samples of class-rooms and 23 boards of Fundamental Education.

After 6 years of research and experimentation in reading methods teaching foreign language, the promotion rate from grade 6 to 7, reached 67 %. During the same period new text books were tried out and now schools are doing a widespread use of them, in the 1st cycle of Fundamental Education (grade 1 to 6) Research people are graduates from the higher Teacher Training school and they are highly motivated in carrying research, conducting experimentation, adapting teaching materials to new programs, and trying out methods of teaching in rural areas.

Television and other audio-visual techniques are used to supplement regular programs especially in the grammar school where there is a shortage of laboratories.

Also the Research Centre is in charge of :

- helping teachers to prepare various professional examinations.
- conducting seminars in subject matters to better adapt Education to Malian context.

2 - Division of Teacher Training

The NPI ovelooks teacher training schools called Pedagogical Institutes. There are four of theen in Mali. The number of tranees was 1,052 in 1975 and 1,302 in 1976. The promotion rate from one year to another is 73 %.

A second level of teacher training schools takes care of those who want to teach specific subjets such as Math, Physics and chemistry, History and geography, etc.

Besides the classical training, teachers are required to be sensitive to their responsibility, to master basic concepts and other knowledge to better fulfill their drity.

Training schools are not closed "houses".

Trainees participate to other activities, especially in in rural areas where they co-operate with technicians in Agriculture, in health and welfare Education, etc.

3°) Division of Information, and Teaching Materials.

-Here are sections carrying out research and implementing new methods in the fields of History and Geography

- Biolosical Science
- Chemistry
- Language studies (English, Arabia, Germen).
- Technician in Printing
- Bookstore keeping, etc we should mention that for each specif area of training there is ose are Supervis ors to control the theachingsmethods and there from to suggest promotion for the teacher or make another remarq about him.

In 1975 - 76(academic year)
Some of the accomplissed activities are as follows

- 200Textkooks in in Foreign Language
- 300 bulletins get students trying to impose they know or ge and shrichs ; - Also, we are pleased to note that 500 training papers were worked out and the result is expection soon in Mali.

Among the other realised activities of the PNI, we should consider :

- 9,000 History and Geography textbooks
- 2,300 text programs, concerming Fundamental Education.
- 500 bulletins for German Language

23,300 German Language programs and 25,000 diffused, programs and other published Educational materials.

- [illegible] sexual Educa cheeking Filer

50 sex. Educ. Bulletins
300 students Magazines
500 Teaching Materials
9,000 Textbook in History and geography
400 of French Textbooks
500 Of students Hand books
2,300 Duplicate of Primary and Secondary Education Programs.
1,400 Revues of Pedagogical Information
2,000 Teaching Bulletins
500 of Textbooks in Science
5,00 Note books in German language
2,300, Programs for 2 ndary Fundamental Education
1,400 Bulletins called "Teaching objectives",
2,000 "Contact" Revue
2,000 "get us know about our selves"

It should be grateful to undertine the financial and for all these activities from the French Aid of Cooperation, the United Nations Child Emergenay Funds, and the Food and Agricultural organization;

Mali is grateful to all these types of help, considering that from this support, Mali can achieve some of the objectives he has set in the field of Education.

VII HIGHER EDUCATION.

In Mali there are special schools were students holding the secondary education diploma, can get a four-year professional training.

1 - Teacher training school, in which the student body was 1373 in 1975. Those who are graduated from this school are qualified to teach in grammar schools (secondary Education) or in Vocational-Technical training schools. In 1975, 84 students got the "Bachelor Degree" ; 1976, the number of graduates was 162. The subjects taught, and among which a student can selects one, are :

- Modern Literature
- Humanities
- Biology
- Psychology
- Philosophy
- German Language
- Russian
- History and Geography
- Mathematics
- Physics and chemistry
- English Language

2 - 2 - National school for Business Administration

1975 : 482 Students graduates 100
1976 : 506 Students -"- 99

Fields of studen : Finance and Economis ;
Business Administration, Land,

3 - National Engineening School

1975 : 322 students 77 graduates
1976 : 344 -"- 58 -"-

Fields of studies : Building training ;
Power training ; Topography ; Geology and Hydraulics.

4 - Rural and Polytecnical Institute (not located)in the capital city).

a) Engineering Department :
1975 : 377 students graduates 74
1976 : 518 students -"- 81

b) Technicians Division :
1975 : 377 students graduates 114
1976 : 660 -"- -"- 85

Technicians Division :

1975 : 377 students graduates 114
1976 : 660 -"- -"- 85

5)- National Medical school
Studies last 5 years

1975 : 158 students graduates (M.D.) : 13
1976 : 150 -"- 17

6 - School of wiring and Telecommunications

1975 : 11 students graduates : none
1976 : 28 students -"- 10

7 - School for Accounting et training Bilingual Secretaries.

Length of training : 2 years.

1975 : 34 students graduates : none
1976 : 99 -"- -"- 22

VIII Post-Grade ate Education -

In Mali, there are two types of school for post-graduate Education. A third one will be soon buil at the Rural Polytechnical Institute.

1 - The High Centre of Pedagogy.

It went into operation in october 1970 ; the main goal of the centre was to train Malians as Teachers for Higher E Education. After three years of study and training, four Doctorate Degrees were awarded, in the field of Mathematics ; that was in Jannary 1973.

Later on in 1974, sept other Malians got the same Diploma in other fields.

The following table indicates the fields of studies untertaken and awarded since 1975.

N° of Doctorate Degrees

Fields of studies	1975	1976	1977
Math Analysis	1		2
Statisties and Probability	2		2
Physics - Energetics	1	1	
Ecology	1	2	
Microbiology	1	1	
Animal Physiology	1		
Entomology	3		2
Geomorphology	2	1	
Physics (optics))	2		
Comparative Literature	3		
Applied Linquistics	1		1
Total :	21	5	7

2. Management and Productivity Institute

This Management Institute was created in october 1971, with the purpose :

- to help public services to better operate in the field of management ;

- to train or improve the skills of civil servants in Management ;

The Institute has organized two periods of training graducte students or workers holding a degrea from a high level professional school.

Those who are enrolled in the first cycle (A_1) receive /8 months training.

The best students selected from them have the possibility to get a second period of training and research leading to the Doctorate degree, 31 students have succesfully accomplissed the first training, 6 other trainees obtanned the intermediate certificate between the first one and the Doctorate Degree. C.A.GE. stands for the Management certificate ; D E A, the intermediate diploma, and the 6 are now preparing a Doctorate degree in Management and Economics.

	CAGE	DEA	DOCTORATE
1975	7		
1976	9	2	2
1977	15	4	4
Total	31	6	6

- The Management Institute will benefit soon from the introduction of subject matters, i - e - a Kind of PPBS or MBO in Education